

1914

## The Norm, 1914-04

Oregon Normal School

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Set #1

v. 3, no. 4

April 1914

OREGON STATE NORMAL SCHOOL

SEASIDE, OREGON

# The Norm

April, 1914



Easter Number



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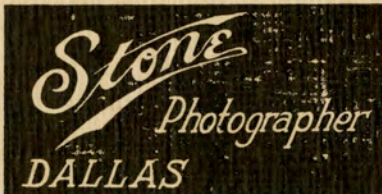
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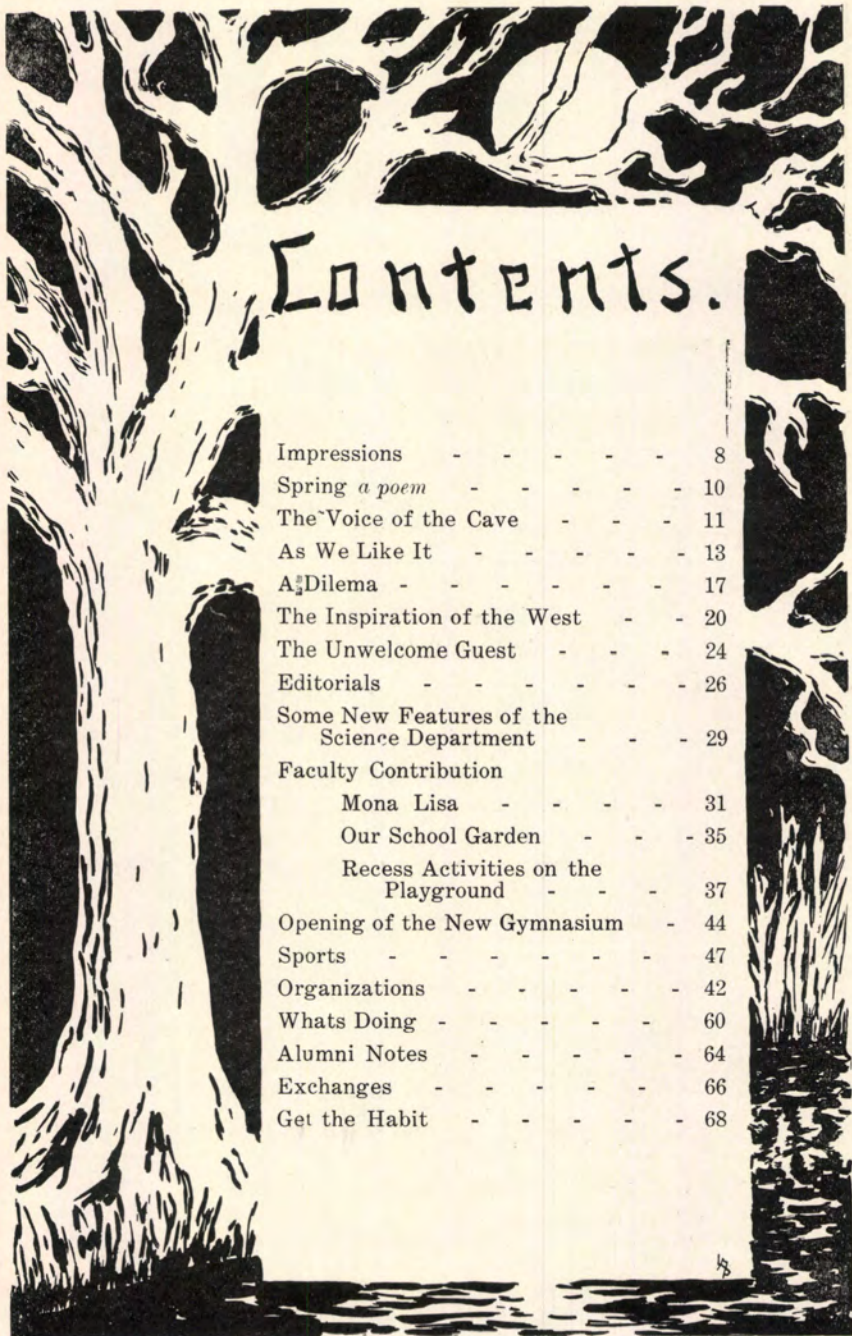
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THIS ISSUE OF  
THE NORM  
IS INSCRIBED TO OUR  
ADVERTISERS, WHO SO  
LARGELY CONTRIBUTE  
TO THE FINANCIAL  
SUCCESS OF THE  
PAPER



# The Norm



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VOL. III.

APRIL, 1914

No. 4

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ENTERED a forest temple,  
As day was near its close,  
And no other place of worship  
Ever held such calm repose.



The massive columns of fir trees  
Stretched in never ending line,  
Arching to form great windows  
Colored by each sunset line.

At a green and mossy altar,  
Each floweret bowed its head,  
And incense wafted upward,  
As their prayers were softly said.

A breeze crept thru' the forest  
Bringing anthems low and sweet  
From the bird-folk of the temple—  
Notes with peace and joy replete.

Then each flower with wee face lifted,  
Seemed to chant in joyful lay,  
"Thank Thee for a glad awakening,  
This is Nature's Easter Day."



## Impressions

By Mrs. E. G. B.



ONE who has dwelt within the confines of the city, brick walls, stone pavements, glaring lights and plate glass windows unconsciously become elements in his daily experience which cramp and crowd his spirit, hem in his thoughts and hamper his development mentally, morally and physically. City life contains so much of rush and flurry; an endless round of monotonous going and coming, ever moving on. Every thing and every body must keep pace with the times.

Each day we see the old landmarks which have been mile stones all along the path of progress, razed and cast aside to give place to some new and modern construction. This is not only true of the business centers, but of the residence districts as well. Of course we must progress, but it is not without regret that we sometimes see old buildings, around which cluster many happy recollections, torn down and destroyed.

The greater mass of the population has no home in the true sense of the word. The concept of the word "home" has changed. In the days of our forefathers, home meant the old farm acres with its stately dwelling where families were born, lived and died, leaving the home with all its accumulated sentiment and meaning to enrich the lives of future generations. In the minds of the growing children of today, the word "home" calls up a panoramic view of past and present experiences more or less resembling a moving picture show.

The rich build new and charming edifices but they must be modern in every sense of the word and this necessarily means new. The poor shift from one place to another and as an outcome of the growth of the times, we are robbed of enduring dwellings in both public and private life. It is because of a realization of this condition that Monmouth has impressed me so deeply.

Down in the heart of every human being there is a sacred reverence for age, whether it be in the expression of man, nature or any other of God's creations. This instinct in me has been aroused to the point of charm and fascination by your old trees and houses. Monmouth is rich in the possession of many old homes, old trees and old associations.

In the waning light of these warm spring afternoons, I have wandered up and down your quiet streets and paused in front of some of the old houses which seem to reveal themselves to me as strange, old characters of the past with striking forms of line and angle to picture their personality. What is it in the arrangement of yonder angles that make me recognize the wrinkled countenance of a jolly, old tar? His sides shake with laughter in the passing wind. The stump of a tooth or two left protruding from his upper jaw reminds me that his sailing days are over and his anchor cast. A sea of tall grass waves about his feet and beckons me to stay and listen to the old salt's tales of days gone by.

I have met a quaint old Quaker lady. For all her years she still makes an effort to sit straight and prim with her poke bonnet drawn securely down to prevent too close a scrutiny. The lines on the shoulders sag a little. She pulls her faded shawl about her and seems to shrink from the gaze of the passers by.

Another of these strange acquaintances of mine is a monk. Someone in passing remarks at the amount of moss on the roof. Oh, no, dear friend! Upon his back is spread a cassock of richest velvet. His drooping head is bowed in prayer. The rosary about his neck has lost a bead or two but the clasped hands know the missing ones and the thin lips whisper their names to the evening breeze. Keeping guard on either side stands a fragrant cedar. Their Druid shapes stretch out dwarfed arms to bid me halt and receive their blessing. The spicy odors speak to me of faithful service and rich experience.

So it is that to me, these old houses seem to hold an interest and meaning that speak of joys and sorrows, the successes and failures of their occupants long gone to join the ever increasing throng but leaving in some mysterious manner, their impressions all around. Even the trees express this same unspeakable reality. Moss covered and gray, they stretch their naked branches



out in fond greeting, spreading a shelter of shadow out upon the withered leaves as a foretaste of the hospitable shade when summer comes again.

The rim of blue hills that encircles and guards this fertile valley, inspire me with new courage as I realize their lasting endurance. They have beheld the struggles of past generations. They behold the activities of the present day and will look down upon the future men and women who will rise to fill our places. Again, I say, that Monmouth has impressed me. A sense of comfort and protection hovers in her atmosphere. The birds feel it too, and sing it forth upon the morning air. Listen! Outside my window they are singing now, "Cheer-up, cheer-up! G-lee, G-lee."

D

## Spring

What is Spring? It is the season's youth,  
The stir of life within the starting vine,  
Loveliness unfolding in the warmth of youth,  
The breath of violets in the warm sunshine,  
The quivering of buds that long to blow—  
A half felt longing, as the birds  
With twitterings that set the dawn astart,  
Wake peace and joy in every heart.

F. H.

## The Voice of the Cave

By A. B. C., '15.



ANY YEARS ago the Coquille valley was the home of a tribe of Indians known as the Coquille tribe. Their elk or deer-skin wigwams dotted both sides of the river and their principal village was Klakahma, known today as Bandon.

During a certain memorable sunrise, one could have seen brown bark, or skin canoes being paddled swiftly over the bar, and then northward to Wahpua, the region about Whiskey Run, or dusky hunters going eastward toward Kik-kowsh-ma-hata, or Bear Creek, where the wild elk grazed in herds.

Sunset brought them back again, canoes moving slowly with their loads of fish, and hunters with their game. That night Klakahma was at peace with the world, for had she not two moons ago, defeated the Chetco Indians, her southern enemies? Had not the medicine man, Pottahan, foretold great prosperity, and was she not prepared for the wedding feast, which was to take place on the morrow? Wallula, the Chief's daughter, the fleetest and fairest of them all, was to marry a brave of her father's choice.

Wierd chants floated out on the river, camp-fires gleamed and danced like fireflies, then burned low, for all Klakahma had sought rest—all, save one. She, who on the morrow was to marry, stole silently from her father's wigwam and went oceanward until the bluff was reached. There she stood motionless, raven locks blown back, arms stretched southward towards Blanco's dim outline.

How was her father to know that she loved Wauhu, the son of the Chief of the Chetco Indians? Months before she had found him where she now stood, wounded unto death. Half carrying, half dragging, she had taken him through Cave Rock, and placed him high on the rocks outside, far out of reach of the on-coming tide. Each day or evening, when the tide was low, Wallula had gone secretly and cared for him until he was able to return to his



own people. He had promised to come for her, and she had waited patiently, then anxiously—and now it was too late.

So she stood for hours, the great white moon had risen and shone down on a face which bore a look of hopeless despair. As she gazed she beheld a dark, uneven line which seemed to move; nearer and nearer it came, until moving figures could be distinguished. Was it the Chief of the Chetcoes stealing on her people in the dead of night? A moment she hesitated; then she knew; turning she fled—fled like a creature for its life; breathless she reached the sleeping village and with a cry none ever forgot, warned them of the impending danger.

The aged, the women and the children huddled hastily together, but more quickly still, the warriors, with blood-curdling war-whoops, were off with their weapons.

On the bluff, near the present location of the lookout, the enemies met in deadly conflict. There, with only the moon to remember, took place one of the bloodiest of Indian battles, the battle of Klakahama. Arrows were sent with unerring skill and tomahawks were driven true by treacherous hands. That night soul after soul sped to the Happy Hunting Grounds before the southern enemies were driven back.

Wallula was there with the first grey streaks of dawn and she saw a field of dead enemies with arms locked in deadly embrace, and her brother cold and lifeless. Wauhu, too, was there. At last she found him with a jagged cut across his temple and an arrow in his breast. With a dry sob she knelt, her face close to his, and his cold, damp hand held close in hers.

So she knelt until, hark! Were her people coming to bury their dead? Arising she could see them; looking once more on the face of him she was soon to see again, Wallula sped to the Rock, crept through the cave where she had nursed Wauhu back to life. Gazing upward, her pale lips forming a name which was uttered in a cry, "Wauhu!" she leaped and the cold waters of the Pacific closed over the dusky princess of Klakahma.

Any night when the ocean is tumultuous and casts its waters high upon the rocks, one can hear the waves echo and re-echo through the cave, "Wauhu! Wauhu."

## As We Like It

By Ruth Duncan

### Act I.

Scene: Front Hall, Dormitory.

Characters: Miss Todd and girls.

Miss T.—(At office door). Well, I guess those girls are all gone to class, so I'll get those long delayed letters done. They're lovely, but—. (Exit into office, door open).

(Enter from stairs, Meda S.)

Meda—Miss Todd, have you any letters to mail?

Miss T.—No, thank you, but you may bring me something (Meda starts out—calls from the door). Miss Todd, it's awfully cold in my room today.

Miss T.—That's too bad, the heating plant is a little troublesome today.

Meda—Oh, all right. (Starts again, but bumps into Esther M.) Oh, excuse me, Esther.—

Esther—Oh, Meda, have you seen Ellen? I can't find her anyplace.

Meda—No, I haven't, but Reetha said— (exit).

(Telephone rings).

Miss Todd—Miss Mickelson, will you call Miss Dodson to the phone, please.

Esther—Certainly. (exit)

Miss Todd—I wonder if Miss Davis did send it— (exit into the office).

(Enter Evelyn S.)

(Evelyn in telephone)—Bess can't come down just now, is there a message? (—pause) All right, I'll tell her—2.30 Sunday afternoon. Goodbye. (hangs up). Miss Todd, our radiator is leaking all over. I just don't know what to do. It just keeps us both busy mopping. We had a pan under it, but Gertrude Parker turned it over, and then it was as bad as ever.

Miss Todd—We'll just have to send for Joe Bell, I guess.



Evelyn—I don't want to be troublesome, but it's awful! (exit by stairs).

(Telephone rings)

Miss Todd—No, Catherine Gentle is not in the building now. (pause) I don't know where she is. (pause) I'll tell her to call when she comes in.

(Enter from front Carol Hogue)

Miss Todd—Oh, Miss Hogue, how did you get along today?

Carol—Oh, pretty well, Miss Todd. (exit up stairs)

(Enter Alpha R. with Clarice E.)

Alpha—Well, all there is to it, if we can't have a game Friday, we'll have one next week. It makes me tired the way those boys get the gym all the time.

Clarice—Yes, and the Juniors haven't had a game for ages.

(They stop at foot of stairs and talk.)

Alpha—Wasn't that a "dozie" play Dena made, though? All there is to it, you and Dena have got to keep up your team-work practice. And look here, Clarice, there's not a center in school that can play up to Madge DeLano, and they all know it, too.

(Enter Hilda Lorenzen)

Hilda—Our light is out, Miss Todd.

Miss Todd—Well, did it just go out?

Hilda—No, Reetha dropped her shoe, and put it out.

Miss Todd—All right, you may have another. (goes with Hilda)

(Enter Tressa H.)

Tressa—May I have a guest Sunday?

Miss Todd—There is the calander. Give your guest's and your own name.

Prudence D.—May I phone, Miss Todd?

Miss Todd—Surely. (Prudence phones)

(Enter Bess D.)

Bess—Miss Todd, I'm invited out to dinner Tuesday night. May I go?

Miss Todd—Yes, but remember, study hours begin at 7:15.....

Bess—Thank you, Miss Todd.

(Miss Todd looks at clock, then opens dining room doors and rings dinner bell.)

Curtain

## Act II.

Scene: Dining room Dormitory O. N. S.

Characters: Miss Todd, Miss Davis and eighty Dorm girls.

(General hum of voices, noise of silver and china. Voices suddenly rising above it).

Bess D.—Would that I had some butter for the bread that enters me.

Agnes H.—Well, I think for a class from this Normal, the colors ought to be red and yellow.

Evelyn S.—(To Alpha R.) Well, Rosie, if a man ever proposes to you, he'll say, "Rosie, do you think we could do good team work in the game of life?"

Clem C.—Yes, and Rosie will say "Yeh, with love as the coach."

Miss Todd—(To Miss Davis) I do hope we have a man for dinner Sunday, anyway.

Agnes H.—Say, do you know the eleventh commandment?

Chorus—No, tell us.

Agnes H.—Don't take yourself too (pause) seriously.

Edith C.—Who said so?

Agnes H.—(in amazement) Why, Elbert Hubbard.

Catherine G.—Father says you haven't a sense of humor if you don't like Dickens.

Blanche P.—And Zoe showed me the dearest crochet pattern.

Nellie C.—Marie Mitchell is puzzled. She wants an answer for this: "What am I to do when Joy kisses Maybelle?"

Girls—Tell us about it.

Nellie C.—Well, the other day in critic-meeting she told us about Joy's kissing Maybelle in school and she doesn't know how to manage such occasions.

Unknown voice—That sounds like Marie Mitchell, all right.

Elva Austin—I know fourteen from Dallas we can invite. We really need some more men for this dance.

Evelyn S.—Trust "Nobody."

Minnetta Emmel—Well, who is it that snores up on the third sleeping porch? We just can't sleep down on our porch.

Miss Kurtenbach—Who can anyway? Zoe Bragg's not going to bed until seven o'clock and Clem Cameron's getting up in the middle of the night to play tennis.



Ellen M.—I don't see why anybody should play tennis anyway, that is, anybody but Bess.

Olga E.—We're going to have a test in Psych. tomorrow. I've forgotten what "accidental ties of association" are.

Alveda P.—Why every time I think Phrenology, I think of the time Miss Hayden pulled Evelyn Segal from under Gustie Kautz's bed.

Mabel G—Girls, all wear your best dresses Sunday, for I'm going to have my "cousin" up from Eugene.

Neta May M.—Well I'm happy—fat as I am.

Evelyn S.—Well, I'm happy, thin as I am.

Carol—I got the loveliest letter from Madeline today. She seems to be perfectly happy.

Jesse B.—Any Normal girl would. Why, there are seven boys for every girl.

(Miss Todd strikes little bell—silence).

Miss Todd—I have a nice little list, but I may have to call on Miss Davis anyway. The first thing I want to say is: Miss Davis' umbrella is gone from the rack. Now we don't want to have Miss Davis buying a new one until she buys her new outfit, which will be about next fall. So, if any of you have borrowed it, please return it to the rack. Another thing, last Sunday we had no man to dinner. This Sunday there is no man to dinner. Girls, this will never do. The reputation of the Dormitory must be saved. And please remember, I pay Joe Bell by the hour.

Curtain

## A Dilemma

By Amanda Schmidt

(A True Incident)



“HEAR ME,” said Kate as she stepped into the high school building one morning at 8:15. “We must practice that play we Adelphians are going to give or we won’t stand any show against the other societies at all.”



“Yes,” asserted Mary, “and we would better practice it in the assembly hall so we will know our places next Friday. Get the other girls while I ask Principal Hazelton if we may use the assembly hall until nine.”

The principal’s permission was obtained and the girls soon met at the assembly door, but to their disappointment the boys’ society had already monopolized the stage.

“That’s just the way it always goes,” said Kate. “The boys always get the preference. Where shall we practice now?”

After casting about for a suitable place Mary suggested that they use a large, unoccupied, unfinished room on the fourth floor. The girls agreed, followed her into the room and shut the door preparatory to work. Thin rays of the grey morning light came streaking in through two high windows only imperfectly showing the rough dust-covered boards that composed the floor and walls. Silvery cobwebs that hung from the time worn rafters and spread their mantles over old cans and boxes gave the place a ghost-like appearance. The musty air and gloomy prison-like atmosphere heavily oppressed the girls. The hollow re-echoing of the faintest sound startled them. With one accord they rushed to the door to open it, but, alas, it had been locked from the outside! Imagine the girls’ dismay when they sufficiently recovered from the first shock to realize that they were imprisoned on the fourth story of a tall building beyond the possibility of making themselves heard.



Maud, the coolest of them, suggested that they practice their play before devising a means of escape. Her companions saw the humor of the suggestion and dramatically began the rehearsal. Right in the most exciting part of a scene Maude cried out, "I have it. There is a hole in the ceiling of the science room through which we can call for help."

Simultaneously the girls scrambled over pipes and boxes to that part of the room under which the science department was located. But in vain did they search for the opening. Then the girls seemed to lose self control. They thought of the fire escape but the windows were barred on the inside. They imagined themselves left there to starve for no one knew where they were. Again they saw the old building in flames and, in fancy, suffered a horrible death. How dear life and freedom seemed to them!

Maud was wandering about seeking for openings in the floor. Suddenly she came upon one through which faintly issued her penmanship teacher's welcome voice. Quickly she wrote:

"HELP! Four girls are locked in the vacant room on the fourth floor. SAVE US!"

She thrust this note through the hole but no response came. She called but no one seemed to hear her. Again she threw down a note, this time pushing a metal stave through the hole and rattling it on the ceiling. Then she saw a girl directly below her look up.

During this time the other girls had discovered the foul air flues that led from the various rooms. Delighted with this discovery they began yelling indiscriminately down these passages for help.

Suddenly the door opened and the penmanship teacher appeared in the doorway. With one accord the captives rushed out and breathed a deep sigh of relief and gratitude.

As the tardy bell had rung they met only one person on their way down, but this person was no other than the grave old principal. Never before had he appeared so stern and inflexible. In a dignified voice he said:

"The teachers have reported to me that someone has been yelling down the foul air flues."

The girls were silent. They could hear their hearts beat. Why had no one ever told them that "yelling" was such a heinous crime?

The principal led them back upstairs to investigate the situation. After he was satisfied he merely smiled upon the girls and said, "I must have that door attended to."

Greatly relieved, they retraced their steps. Not a word of the incident was breathed, but the students often looked at them with a knowing yet inquisitive smile.



It isn't raining rain to me,  
It's raining daffodils.  
In every glistening drop I see  
Wild flowers on the hills.  
When clouds engulf the day,  
And overwhelm the town,  
It isn't raining rain to me;  
It's raining roses down.

Selected.

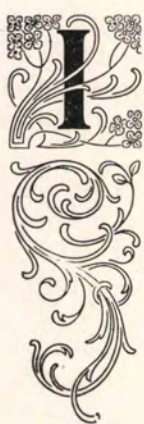


Aye tear that tattered feather down!  
Long has it waved on high,  
For many an eye would dance to see  
It lying on the ground;  
Pin to the brim a posie gay,  
Let every ribbon soar:—  
Natures Easter in the air,  
Says wear that hat no more.



## The Inspiration of the West

By E. P. K., '15



T WAS spring on the Plains. There were no vivid marks of its return as pictured in softer, milder atmospheres, but nevertheless, spring was there. It was manifest in the short, crisp green of the bunch grass, and the sparse vegetation springing up here and there; in the few bright yellow bells modestly hiding in clumps of grass or peeping from under the dull green of the sage brush, and in the revived tint in the foliage of the juniper. Even the rocky walls of the nearby canyons seemed fresher after their bath in the spring rains while far down in the narrow space between the faces of the cliff the budding of the wild cherry, yellow grease-wood and currant bushes nearly hid the tiny stream of water trickling among the boulders. Across the plains to the west the peaks of Hood, Jefferson and Three Sisters reared their snowy summits far above the blue line of their range and reflected the brilliancy of the spring sunshine through the transparent atmosphere in dazzling splendor. Every item in the long stretch of plain suggested renewed life, vigor, exhilarating joy in being a part of this great, free country.

Only one figure was out of harmony with this natural setting: A young girl clad in the conventional manner of the East, was seated dejectedly on a large rock overhanging the canyon. The droop of the shoulders and the dull eyes that gazed uncomprehendingly upon the panorama of rock, mountain and sky, spoke of a listless, fretful spirit within.

"Easter morning and I in this practically unknown country where I am of as little consequence as that old tree, when I might have been at home where there is life and action and a part to perform in a great work. Tennyson rightly wrote:

'How dull it is to pause, to make an end;  
To rust unburnished, not to shine in use.'

"I little dreamed at Easter time last year of how little moment I should be in this short time. We girls were all so happy in our plans for the future, and life held so much promise for us as the returning of spring.

"I must indeed 'rust unburnished,' for of what use will an invalid be in the world? As for finding health in this forsaken country, I'd rather die than live the rest of my life here. Ah, Fate is cruel indeed!"

Thus spoke Jeanette Wilmot to the unconscious rock. It did seem indeed that Fate had served her harshly. A short year before she had stood at the head of a large class in a famous eastern Normal. Hers were the brightest prospects of the class. In early fall she took up a position as teacher in a great city school. All went well for a time. She gloried in her opportunity to be of service in the world's work. Success came with every effort. But soon her strength began to fail. She found herself in the clutches of a dread disease. Her physician ordered her west, to live as a Westerner, to love the free out-of-doors and make that her home in the hopes that this might alleviate the plague which threatened her. Quite naturally this sudden turn of affairs left her discouraged, and instead of being an inspiration to others as formerly, she spent her time bemoaning her lot. All the beauties around her were lost so far as they cheered her or gave hopes of the return of health.

Slowly she left her rocky seat and turned her face toward a distant farm house where she made her home. In passing a tiny roughly built school house, standing under a protecting juniper, she was startled by hearing singing. Out of curiosity she opened the door and entered. Here she found some two dozen or more people, mostly children, engaged in the simple Easter program. Her interest was at once aroused as she watched the enthusiasm with which they carried out their simple parts. Each had his little portion to add to the exercise, and joy in the doing radiated from every face. Jeanette could not help contrasting the work of this handful of children with their limited means with the exercises conducted by hundreds of children in the magnificent church at home. But were they any happier? Did their beautiful service mean any more than the humble attempts of these few? If possible, there seemed to be a deeper spirit hidden in the



service in the little school house than she had ever noticed before in the Easter worship. Jeanette was interested. Here was something unlooked-for. She began to think—the first time in days that any topic other than her misfortunes had occupied her thoughts. Wherein lay the secret of their happiness? The answer flashed across her mind in the line—

“All service ranks the same with God.”

“Yes, that must be it,” thought Jeanette as she left the building. “They are happy because they are doing their part even though it is small. Well, I have found something worth while here after all. How I should like to be able to give these children some of the things my little folks enjoyed last fall! Wouldn’t their eyes brighten?”

The realness and spontaneity of these people appealed to her in spite of the lack of so called advantages which she had always considered necessary. Again came the thought she felt in listening to the children,—“All service ranks the same with God.”

“When one can’t do large things any longer, is there any reason why one should do nothing but mope and fret?” So she questioned herself.

The longer she thought the more firmly grew her resolve to find some little service to perform. These few simple people who lived next to Nature’s heart, who found pleasure in true hearted service though small and of little value to the world in general, taught unconsciously, a lesson to a despondent girl who fretted and chafed at the narrowness of her life. Why call this life narrow, when the one in which she spent her past was hedged in by high walls and the things she counted necessary were meaningless conventionalities compared with the freedom and inspiration of the broad expanses of the plains, the mountains, fresh air and sunshine. Here was a place to live, a place in which to grow strong! A place where small service truly performed counted as much as greater. Why had she been so blind? Think of what she might have been enjoying these past weeks!

As an outgrowth of these thoughts, she resolved to apply for the position of teacher of these little ones who were instrumental in giving her a new outlook on life. She learned that the terms of school were short and as a rule, the teacher poorly equipped. Here was the opportunity Jeanette wished for. Here was a chance to

render a true service in the cause she loved. How much she could broaden and develop their hungry minds. What joy to be a little help to someone again!

As months went on each quickly and happily, Jeanette found that not only was her health improving under the stimulus of the invigorating atmosphere and out door exercise with the pupils she loved so dearly, but also she was blessed with a great peace of mind which is the best of remedies in rebuilding a worn out body. She felt a new creature.

For this great blessing she felt she owed a great debt of gratitude to the inspiration of these free happy people of the western plain who gave the best of themselves to whatever opportunity lay before them.

Above her desk she has placed this motto in a neat little frame and she blesses with all the fervor of a happy, healthy spirit, the moment she realized its true purport:

"All service ranks the same with God;

———Each only as God wills

God's puppets best and worst,

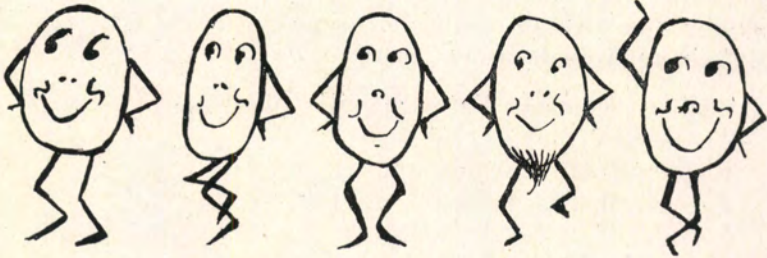
Are we; there is no last or first."



## The Unwelcome Guest

By A. K., '15

**A**BOUT the last of January, the town of Monmouth was entered by several germs. The town was not aware of the singular honor bestowed upon it until the germs had started their dastardly operations upon some of our leading citizens. (Gentle reader, look closely and you will perceive the germs approaching).



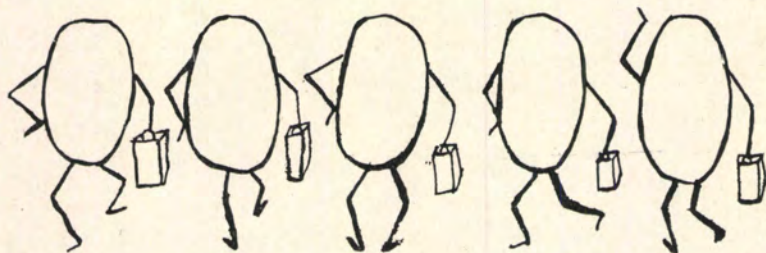
To the rescue then came Dr. White with germs, not plebeian germs, but bottled, labelled, pedigreed ones. Hundreds of arms were heroically bared and inoculated with the aforesaid labelled, pedigreed germs. (In our next masterpiece the finished product is easily recognizable).



But, alas, "vaulting ambition which o'erleaps itself" became manifest in the ranks of the dormitory, and rivalry ensued. In one case this o'er weaning desire for the worst looking arm was so great that the said arms were put up for exhibition. This contest occurred in room 20 and the contestants in the tryout were Flirtrude Baker, Messy Bagoner and Beta Dorenrest. After weighty deliberation on the part of the judge, Beta Dorenrest was awarded the first prize, Messy Bagoner the second and Flirtrude Baker the consolaton prize.

The affliction became so widespread that instead of "Good morning," "How's your vaccination" became the customary form of salutation. Two vacant chairs confronted us in faculty row in chapel. Friendships were broken, all by the accidental seizure of the wrong arm.

And now a singular phenomenon occurred. (One glance at our last work of art will be sufficient to indicate its naure).



Content with the havoc they had wrought, the germs left for parts unknown; but, with due apologies to Shakespere—

"We can't help thinking of  
The arms they left behind them."

Editor's note—If there be anyone who would seem to find himself indicated by the foregoing, take Mr. Gentle's advice and say no more about it, and no one will know the difference.



# THE NORM

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## OUR POLICY

As the editor of last term has passed out from her position here to a higher place in the world, and a new one comes in charge it is a very difficult matter to get everything lined up for the first issue. The editor surely

expressed the truth in the last issue of the Norm when she said, "Experience makes efficiency, and the editor who is not experienced cannot produce the paper which he can when he becomes experienced." This remark is both true and very appropriate just at present and cannot be emphasized too strongly.

Each person that comes to the editorship of this paper sees a new view in the future for it. As the trend of the times is more for the practical work, it seems only fitting that we should have our aims directed along the same line. Furthermore, we are going out to teach the children of the various districts and we should carry with us only those ideas which will make for the advance of the times.

As we can see the future, it is going to bring greater returns to those who believe in the advancement of every line of work, than to those who forget that the world is changing. But we must watch the extreme of all questions because they can be easily overstepped. So it is with this paper; we lean toward the practical side.

To obtain the results that we may expect to reach, we need the stepped. So it is with this paper; we lean toward the practical side. sisting in the different departments of the paper. We are not phrenologists enough to know what each one of you can do, so we shall appreciate any material that you present to carry on the successful paper we have had in the past.

We wish at this time to thank those who contributed material to this issue of the paper.



### Student Body Government

The Oregon Normal School is taking up the question of self government, which is being tried out in so many other schools. This method of government has the advantage of bringing the students closer together and making them more closely related to the faculty.

Briefly stated, the plan is this; the student body shall have a council, consisting of 13 members to be elected by the classes and a certain per cent of the members are to be students who have been in this school at a previous term. The Seniors are to have the largest number represented in the council, or six, the Juniors



four, the Sophomores two and the Freshmen one. The duties of this council are to take charge of cases that may come before them, as school, policies, discipline and any matter to be taken before the faculty, and to take action on the student body affairs. The faculty, however, reserve the right of final decision.

The benefits to be gained by this action are very important.

We ought to be able to govern ourselves, because we shall be called upon to take these things up in our own schools in a very short time.

We should prepare ourselves for the future, so that we may be good loyal citizens. This can largely be accomplished by working out the principles of government and citizenship in our school community.

The students knowing as they do the facts of the case and the student body sentiment, will probably use as good judgment as other officials.

The system finally gives the student a fair chance to come out and their ability along the executive lines.

The editor and his staff are heartily in sympathy with this action and hope that this Student Body will show its progressiveness by taking this action up and carrying it through successfully.



### NOTICE

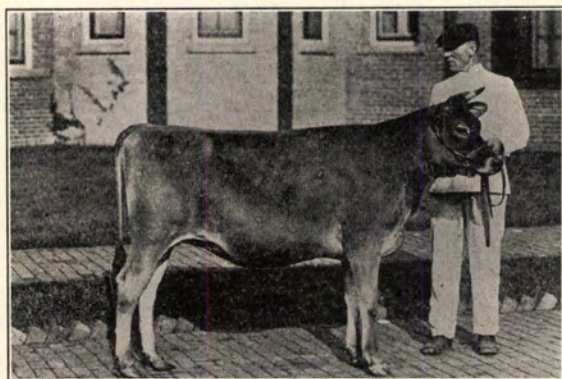
A word of appreciation is due to the business houses of Monmouth and the surrounding cities, who have so loyally come to the support of this paper. Very few of us ever stop to think just how important these "ads" are. They are the "STAFF OF LIFE" to the Norm and for this reason we should look with due respect to the pages on which the ADVERTISERS kindly and artistically express their different lines of business.

It must be a paying proposition to them, or we cannot expect them to patronize us, therefore, IT IS UP TO US, to use a slang phrase, to see that each of those who advertise, gets his share of the trade. You can rely upon the advertisements printed in the pages of the Norm.

Remember those who help us.

## Some New Features of the Science Department of the Oregon Normal

By R. A. Quisenberry



"Ula of Fair Acres"

**T**HERE is in the vicinity of Monmouth one of the best known dairy herds in the United States—a herd of Jerseys owned by J. B. Stump and Son.

Taking advantage of this fact, Mr. Gilmore of the Oregon Normal School has recently made several excursions with the agricultural classes to the farm for the study of real models. On each of these occasions Mr. Gilmore and Mr. Stump gave lectures demonstrating and expounding each of the steps taken throughout the entire workings of an up to date dairy: the cattle, feeding, kinds of feed, and care of the barn, milking, etc.

For the study of the type of dairy animal we have the unusual privilege of observing "Ula of Fair Acres," whose cut is shown above. The following article taken from "The Country Gentleman" of December 6, will describe her:

(National Livestock Fair)

"One breeder came from Oregon. He took back with him a pur-



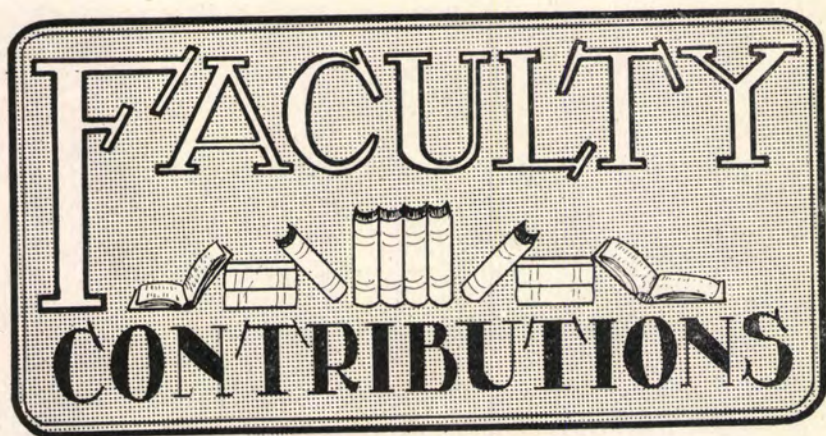
ple ribbon won on the grand champion Jersey female—a junior yearling calf. \* \* \* That Jersey calf, 'Ula of Fair Acres,' was not in the money at Waterloo, but she is by far the best Jersey female seen this year. She was entered for the honor of the grand champion female of the show, but was disqualified because she had never been in milk. One of the judges said afterward that had the youngster not been ruled out she would have carried away the highest honor of the show—which would have been a big trick for a calf."

During one of the observation periods of the class Mr. Stump conferred upon it the honor of naming one of the babies who bids fair, he claims, to be a world-winner. One member of the class suggested the name "Norma of Fair Acres." This suggestion was adopted and Mr. Gilmore, with due solemnity christened her.

The course of observation was completed by studying the local creamery in operation. The manager, Mr. Murdock, kindly showed and explained the entire process of butter making, tracing a can of cream from the time it landed on the platform until the butter was weighed, giving the per cent lost and gained in converting the cream into butter.

Following this observation each student was required to do individual milk testing enabling him to become familiar with the use of a Babcock tester.

The idea of a study of this kind is a new one inaugurated by Mr. Gilmore. It is strictly in accordance with the movement of education, enabling each teacher leaving the course to be of great service to any rural community wherever they may go.



## Mona Lisa

By Rosa B. Parrott



HIS picture is not given in the "Course of Study," but because of its present publicity, would take this opportunity to familiarize the students with one of the world's masterpieces. I should talk about it in all grades, as the children are seeing it in the magazines and newspapers constantly. In the primary grades I should do no more than show the picture and tell the name but in the intermediate and advanced grades would discuss it more fully, using the following plan:

### Preparation—

(Show picture). Have any of you seen this picture? Many have and tell where). Can anyone tell me the name of the picture? ("Mona Lisa"). Good! Why are we hearing so much about it just now? (Because about two years ago it was stolen from the Louvre and has recently been found). Where was it found? (In Italy). Does anyone know why it was stolen? (No one does). Such an unusual reason for the theft was given that I am going to tell you about it. The picture was painted by an Italian artist, Leonard Da Vinci, and purchased by Francis I, of France. This is the history of many of the famous pictures pro-





MONA LISA

duced by Italian artists and comparatively few of the many wonderful works of art produced remain in Italy. The Italians are very jealous of their art productions, because it is one of their chief sources of livelihood. Thousands of tourists visit Italy every month, lured there by their art, so the Italian, whether he be peasant or noble, is benefited by these travelers and to have their pictures in other countries means a financial loss to Italy. So strong is this feeling that today there is a law prohibiting any Italian artist from selling his productions to a foreigner without special permission; and this special permission is not easily gotten. This law is of recent origin and Italy's masters assisted in making famous most of the galleries of the world.

Because of this feeling, an Italian employed in the Louvre, felt it his duty to restore to his country that wonderful masterpiece of Da Vinci. This he did. How he did it we shall not discuss. For two years the thief remained undiscovered and all sorts of theories were advanced concerning the mysterious disappearance of the picture. A few months ago the mystery was solved and the picture discovered in an Italian city. It is now on its way back to the Louvre and the procession of the picture through Italy, where it is being exhibited, is unequaled by any royal procession in history. This picture will ever be looked upon with more interest because of this incident in its life history, but it did not need this to make it famous, for it has always been numbered among the ten great world pictures. Let us study it and see why.

### **Presentation—**

Look at the picture carefully and see if you can give any reason why it should be considered as one of the ten greatest pictures. (The expression of the face). Does the face express joy or sorrow? (You will, no doubt, get both answers, for it does express both). You are both right. It does express both joy and sorrow and I shall tell you why. Only a few months before the picture was painted, Mona Lisa Gioconde lost her baby. After the death of the child she suffered from melancholia and her husband, who was a great friend of DaVinci, persuaded her to have her picture painted, hoping thus to arouse her and give her a new interest in life. Her expression was so sad that Da Vinci had musicians, jugglers, dancers, in fact, all different amusements of the



day, performed before her in order to try to drive the grief from her face. All he succeeded in getting was the faintest shadow of a smile, this he caught and transferred to the canvas. So you see why it is both happy and sad. Notice her eyes. Are they unusual? (They seem to look at you and beyond you into the far distant future). Before we leave her face I want to talk to you about how carefully and accurately Da Vinci worked out every detail. The tints of the flesh are life-like and the eyes seem to have that peculiar moist appearance which you see only in life. The eye lashes can each be seen, so painstaking has been his work. The whole picture throbs with life. Leaving the face, let us study the hands. Are they beautiful? (Yes). I wonder if you have heard that art critics have pronounced them the most beautiful hands on canvas. Some one has said, "They are the perfect fulfillment of an ideal beauty." Let us study the dress. You can't tell much about it in the print, so I will describe it for you. Her dress is mourning, relieved by a great deal of gold. A bright, gauzy veil is thrown over her head and falls gracefully over her shoulders and around her arms. I wish you could see the chair. It is made of marble and is as artistically done as is the rest of of the picture. Notice the background. It is an unfinished landscape and is as mysterious as the smile on the face of "Mona Lisa."

This picture was not painted as was that of Washington, for a portrait, but to embody the characteristics that the artist admired in women. This picture portrays Da Vinci's ideal—his "dream woman." He had tried to paint her from his own imagination and many of his early pictures show this same type of woman; then imagine his joy when he found a face that embodied all of his ideals. No wonder he was willing to spend four years in transferring it to canvas, yet even then he left it unfinished—a haunting vision, uninterpretable. Pater says, "He has etched and moulded there all the thoughts and experiences that have the power to refine and make expressive the outward form." But despite all this mystery, we feel that she is a real woman, smiling with us, some say, at us, others. We shall have to stop for today, but tomorrow, we shall talk about it again.

#### Miscellaneous—

The picture is in a wretched state of preservation and is almost disintegrated.

The enigmatical smile of "Mona Lisa" has been the subject for numerous discussions. What did the artist intend? Did he intend us to feel that she was smiling with us that is in sympathy with us; or at us, that is critically superior?

A little experiment that is very interesting in order to discover how Da Vinci succeeded in getting the double expression of joy and sadness, is to take a piece of paper and place it so that it covers one eye and one half of the mouth. You will find that one-half of the face expresses sadness, the other happiness.

Da Vinci as well as being a painter was a great scientist and an intimate friend of Americus Vespucci, after whom America was named.

There is another "Mona Lisa" in the Prado, Madrid, Spain, which is contending with the, Louvre "Mona Lisa" for the original. Both were painted by Da Vinci, the only question is which was painted first.

## D

# Our School Garden

By L. P. Gilmore



**WHAT** ARE you doing with your garden? How are you running it? Tell me your plans. These are samples of remarks heard daily, and it is to answer them that this article is written.

Each day presents its problems to the student, and tho this may seem exaggerated, the instructors have their problems too; just as many of them tho of a different nature. For instance, the instructor has to decide in a measure what subject matter he intends to inject into his course, along with the problems he wishes to solve. This is not so true of the older studies in the curriculum as it is of courses like school gardening. Recently a meeting of schoolmen in Salem were very much divided as to the question of prizes for winners in garden work. They also questioned different methods now being employed in working exhibits for fairs. While they all seemed hopeful there is no denying the



fact they were not satisfied with the work as it now stands. To meet the demands of such advanced thinkers, the progressive teacher has to plan his course.

While school gardening has been carried on for years in some cities like Los Angeles, California, no two years have been alike. New problems have come up and been worked out. But California is different from Oregon, the city is different from the country, and even different districts have distinct differences. Personally, in country districts particularly, I think if there is a school garden at all it should be run as a community garden and general problems worked in it, while the child should be encouraged and urged to have a home garden as well as to enter at least one club project. The problems of the city are different and depend on a number of factors, but in general I should aim to have a school garden and give the children individual plots, in addition to urging the home work mentioned above.

But how to run our garden. In the first place we run it as a supplement to the home garden and club projects. The ground is divided into plots ten by twelve feet. Each pupil is given from one to three plots according to his desire. If there are any who show sufficient interest to handle a club project, but lack the ground, it is furnished them subject to provisions stated below. The children select their seeds, under advisement and purchase them. Only under special conditions are they allowed to grow more than two different crops on their school plots at the same time. In their home gardens they are to exercise their own judgment, subject of course to advice. All available literature on the crops they are growing is placed in their hands, especially the bulletins sent from Superintendent Churchill's office. The children are urged to sell their marketable produce to any purchaser, to save the best for seed and gather the same, also to prepare an exhibit wherever this is deemed advisable. We also require that each child keep some simple record of debits and credits, so as to learn the cost of production. Achievement buttons are to be awarded those who make the best showing from their garden, and in all probability a cash prize will be awarded the three who sell the most from their gardens per lot unit. Boys taking advantage of the offer of land for use in growing some club crop must agree to make an exhibit at the fairs, and "swap work" in payment for the plowing and

working of the land. In case any become careless, their gardens will be taken from them. To stimulate pride, signs will be placed on the best kept gardens with the name of the boy on the sign, for instance, "John Stump's Garden."

To coordinate the work with the different departments, the children are writing letters once every two weeks to school children in Williamsport, Pa. This offers almost untold possibilities which need not be mentioned here. In addition, arithmetic is taught thru actual problems. Character is built in caring for living plants and competition is stimulated in the proper manner.

No predictions can be made at this stage of the gardening as to the crop. But judging from appearances a better crop will be harvested than some of the doubtful ones ever dreamed possible. Needless to say, as in all school gardens before the work has fairly begun, the time honored saying is evident, "Oh it is no use, you can't raise anything on that piece of ground."



## Recess Activities on the Playground

By Laura Taylor



THE INFLUENCE of the Playground Movement has so permated our social life as to have awakened in parents and teachers generally a keener appreciation of the values of play and of the need for more playing materials and greater playing spaces.

Teachers are realizing that nothing which they attempt requires more skill or pays relatively larger returns than the planning, organization and direction of school games to secure for the children vigorous cheerful exercise, muscular accuracy, determination, self-control and courtesy; that the inclination to play fair and to play hard may be so firmly established in games as to be life principles.

In order to utilize the opportunities to be found in the recess periods teachers must (1) try to arrange the class room work so as to have time to go out on the playground with the children and supervise their play, (2) they must know the activities which are



most worth while and which will appeal to children of different ages and capabilities.

It is the purpose of this paper to offer definite suggestions and directions which may help to increase the extent and profit of the recess activities out-of-doors.

The activities to be considered may be grouped under three main heads: Games, exercise on apparatus, class athletics and physical efficiency tests.

I. Games.

A. General suggestions.

- (2) Do not try to teach and play a game at the same time. If possible, make a full explanation of a new game before children take their places to play. In the school room is the best place.
- (3) The choice of games should be left to the players. The teacher's function is to direct and encourage, not dictate.
- (4) The teacher should be ready with a new game, or a new complication in the one being played if interest wanes.
- (5) Comparatively few games are successful if played by large numbers. Make use of older children who can be play leaders and divide the players into smaller groups.
- (6) See that the timid children have as much opportunity as possible for participating and that the selfish or more capable do not monopolize the game, and yet do not lose interest in it.
- (7) Bring about better playing of games by commending good plays, such as a successful or clever strategem.
- (8) Study the children and note the progression in the development of power to play different types of games.

B. Authorities are generally agreed and experience will show that the elementary school life of the child divides itself into three periods, distinct but overlapping, differentiated by certain dominante characteristics, whose enumeration will be limited to our purpose.

I. First period—sixth to eighth year:

(a) Chief characteristics.

- (1) The gaining of experience through imitative and dramatic plays and games.
- (2) The ability to do only one thing at a time. The need for time to change from one form of action to another. Example—becoming a chaser after being a runner.
- (3) Interest in activity for its own sake.
- (4) The need of accompanying words to give the signal for action.
- (b) Suggestive games. Circle games are best, for they unify the groups and permit all the players to see what is going on.
  - (1) Looby Loo. Cat and Mouse.
  - (2) Mulberry Bush. Ruth and Jacob, substituting a bell for the voice.
  - (3) When I Was a Lassie. Drop the Handkerchief.
  - (4) The Musician.
- (c) Transitional games, leading up to the next period:
  - (1) Goal Tag to develop daring and dodging.
  - (2) King's Land, or
  - (3) Wind and Flowers.
  - (4) Steps.
2. Second period—ninth to twelfth year.
  - (a) Chief characteristic.
    - (1) The desire to be "it."
    - (2) The increasing of skill.
    - (3) The desire to measure oneself in competition with others.
    - (4) Interest in activity not only for joy of motion but for results. (Determining "best man").
  - (b) Suggestive games. Circle formation.
    - (1) Slapjack (Skipaway). Flying Dutchman—similar, but with two runners clasp hands.
    - (2) Sheep and Wolf.
    - (3) Garden Scamp.
    - (4) Have You Seen My Sheep? (Especially good).  
Goal games.
      - (1) Hill Dill or Black Man.
      - (2) Tommy Tiddler's Ground.



- (3) Chinese Wall.
- (4) Bound Hands.

Tag games

- (1) Japanese Tag.
- (2) Stone or Wood Tag.
- (3) French Tag.

(c) Transition games—emphasis on (1) that being “it” is not a desirable position, (2) goal games in which players are divided into two opposing sides.

- (1) Numbers change. Midnight.
- (2) Puss in the Corner. Trades.
- (3) Too Deep. Relay Races.

3. Third period—thirteenth year and above.

(a) Chief characteristics.

- (1) Development of power of organization and of playing well for sake of side instead of for self.
- (2) Development of muscular strength and endurance.
- (3) Admiration for physical prowess.

(b) Suggestive games.

- (1) Prisoner's Base.
- (2) Stealing Sticks.
- (3) Three Deep.
- (4) Pig in Hole.
- (5) Double Tag.
- (6) Cross Tag.
- (7) Relay Races—single relay, double relay, obstacle relay, potato race.
- (8) Checker Fight.

(c) Team games with balls.

Basketball

- (1) Keep Away.
- (2) Bat Ball.
- (3) Punch Ball.
- (4) Corner Ball.
- (5) End Ball.

Base-ball game, to be played with playground ball or tennis ball, not to endanger younger children.

Note: To maintain interest in team games, have an umpire to keep score from day to day.

While the groupings, as considered above, should be held in mind, it is not best arbitrarily to hold children to them but let them gravitate to the center which will best satisfy their needs and capabilities. Descriptions of the games must be omitted at this time, but they may be found for the most part in Miss Jessie Bancroft's book entitled *Games for the Playgrounds, Home, School and Gymnasium*, Macmillan Co., Pub. This very excellent book should be in every school library and no teacher would be without it when once she has tested its helpfulness.

Further references:

Singing Games, Old and New. Hofer, Mari.

Education by Plays and Games. Johnson, Geo. E.

## II. Exercises and Apparatus.

Many school yards as yet have no other apparatus upon which the children may play, but interest is developing along that line, and any effort made to procure a few pieces will be amply repaid by the pleasure and benefit they will afford the children.

If but one piece of apparatus were available let it be a horizontal ladder, which permits of a number of children using it at one time, and enjoying the delight of hanging by the arms and swinging through the air.

The value of suspension exercise for correcting faulty posture in standing and sitting cannot be too highly recommended, and these the ladder affords together with numerous other benefits.

The dimensions of a ladder suitable for the older children are as follows: (1) 2 inch by 6 inch timbers, 16 feet long, set 18 inches apart; (2) rounds of 1 inch gas pipe, set 15 inches apart (3) the ladder should be 7 feet from the ground, supported by posts or suspended by iron bars from the roof, if there is a play shed.

A ladder should be provided for the smaller children if possible and should be reduced in size from the one just described, and broom handles could be well substituted for gas-pipe. Let the timbers be 14 inches apart and the rounds 12 inches apart, and the ladder be placed not more than 6 feet from the ground.

In mountainous districts where lumber is not easily procured but where trees are plentiful the boys cut poles, bored the holes for the rounds which were made from whittled sticks, and supported the ladder at one end against the school house. Many times



it is only necessary to suggest possibilities to the boys and several pieces of apparatus will be the result.

### III. Class athletics and physical efficiency tests.

Boys and girls of the grammar grades gaining in powers of bodily control and strength, are eager to try out these powers, and to further enhance them athletic events in the past have been entered into but by a few who have trained in possibly but one particular line and they have shut out many from participating who particularly needed encouragement.

To correct this condition, the Playgrounds and Recreation Association of America has established prescribed standards of physical efficiency. When these standards are achieved bronze badges or buttons are given to show that boys and girls have passed the tests indicating they have met certain definite standards which are possible to every physically sound boy and girl and which have been met in most cases by persistent effort; that is, by training and keeping in training. They do not have to defeat anyone else to win, only to "make good" themselves. The buttons may be had at a very low cost from the Association whose address is 1 Madison Square, New York City.

#### Events and standards— Boys:

1. Stretching, 10 times; 2. Dip (shove up), 10 times; 3. Chinning (pull up), 6 times; 4. Standing Broad Jump, 5 feet, 9 inches; 5. 60 yard dash, 9 sec., or 30 yard and return (60 yd), 10 sec.

#### Girls:

1. Stretching, 10 times; 2. Dip (shove up), 6 times; 3. Basket Ball far throw, 30 feet; 4. 50 yard dash, 9 sec., or 50 yard run, with turn, 10 sec; 5. Basket Ball goal throw, 5 goals in 3 sec.; 6. Potato Race, 140 yds., in 41 sec; 7. Balancing, 24 feet.

Badges are given when any boy or girl qualifies in any four events. This ruling may vary, as do the events and standards, subject to local conditions. (Reference: R. P. Kelly, Physical Training Outlines.)

There is also another form of athletic competition which is rapidly gaining in favor, known as Class Athletics. It is simply a form of competition by which every boy and girl physically fit may enter any athletic event and if he does his best, feel that he is

helping his class to win, even though he may not be good in the event in which his class has entered. In this form of athletics a trophy is won, or a record made, not by the individual record of a boy, but by the average of the individual records in the class. No pupil is exempt from participating except for physical disability. Pupils refusing or neglecting to take part are placed in the list of zero, thus encouraging co-operation and community effort.

The value of class athletics lies not in the special development of the single boy, but in the general development of all the boys and girls. The boy who cannot jump is encouraged to jump, the pupil who cannot or does not care to run is induced to take part in that activity and so receives the particular development most needed.

The events may be similar to those given under the physical efficiency tests, but no standards are set. A relay race against time, the whole class participating, is more easily recorded than individual running records. (Reference: Physical Training in Rural Schools. O. Ryan, N. E. A. Report, 1913.)

#### Rules for Events.

1. Relay race—The boys (girls separately) are lined up in two groups 50 yards apart. The time keeper, who acts also as starter, stands by the finishing line. When ready he gives boy No. 1 an eraser (dumbbell or roll of paper may be used); at a given signal boy No. 1 runs and as he finishes passes the eraser to boy No. 2 who runs and carries it back to boy No. 3, and so on. As the last boy finishes the line the time is taken. The record is found by dividing the elapsing time by the number of boys that run.



# Opening of the New Gymnasium

By Laurel Inman



Oregon Normal Gymnasium



ONE of the pleasantest events of the school year was the formal opening of the new gymnasium which took place February 27.

The program was enjoyed by a large number of the townspeople as well as by the student body. By eight o'clock all the seats were filled, and there was a look of pleasant anticipation on every face as President Ackerman arose and introduced the first speaker of the evening, Mayor Johnson, who made an address of welcome. Following this address, Rev. Mr.

Wood, chairman of the local school board, expressed in a few words of appreciation the approval of the board for what the Normal and Training School had done for the community. Colonel Hofer, a member of the Board of Regents, then gave a splendid talk on the benefit of training the whole man—not only the brain but the body as well, and ended by giving the highest praise to both faculty and students for the splendid work the Normal was doing. President Ackerman concluded the first part of the program with a few words of appreciation for the help and cooperation of the Board of Regents, local school board and patrons of the school, and closed by saying that this was one of the happiest moments of his life, for with the completion of the new gymnasium, one of his dreams for a greater Normal was being realized. He then presented Miss Taylor, the head of the Physical Training Department under whose supervision the second part of the program was prepared.

This program consisted of marching, club swinging, exercises and a pantomime interpretation of the beautiful old tale, "Cinderella."

The wand drill of the Juniors was very pretty and well executed, the forming of the letters J and O. N. S. being especially effective, while the club swinging by the Sophomores showed skill and careful practice. The Juniors, costumed in their class colors of orange and black and the Sophomores in their white "middies" lent a pleasant color note to this part of the program.

The first scene of the pantomime showed the departure of the haughty step-mother and cruel sisters for the court ball.

In the second scene appeared the fairy godmother with her attending fairies to prepare Cinderella for the ball. The pretty dance of the fairies called forth generous applause from the audience.

We next beheld the brilliant court of the king. The king and queen, surrounded by their subjects and various members of the royal household, were being entertained by visitors from distant countries. Each country entertained the royal household by folk dances, the dancers being dressed in their quaint native costumes.

In the midst of these festivities the king's herald announces a new guest, Cinderella. Then follows the court ball the prince



leading Cinderella. Just as the ball is at its height Cinderella hears the clock strike twelve and in great fright hastily leaves the ballroom, losing one of her slippers in her haste to escape.

The fourth scene shows the prince and his followers searching for the lost Cinderella, and again we get a glimpse of the folk dancers in their gay costumes as they help the prince in his search.

The pantomime closed with the finding of Cinderella and the trying on of the magic slipper.

The splendid rendition of this pantomime showed careful preparation on the part of all, but to Miss Segal, as court jester, we must give additional praise. Nor must we forget the folk dancers, who contributed so much to the brilliancy of the court scene, for without their quaint and beautiful costumes and bewitching dances, the play would have lost much of its attractiveness.

This article would not be complete without a few words being said as to the gymnasium itself. It is a beautiful building 75 feet long by 50 feet wide and is built of brick and cement, with hardwood floors and woodwork. Large swinging windows to the south and west give ample light and ventilation. The building is equipped with all the apparatus necessary to an up to date gymnasium, the showers and dressing rooms being especially fine.

We all feel justly proud of the new gymnasium and look forward to many pleasant and profitable hours within her walls.

# SPORTS



Top row, left to right—Minnie Morrill, Alpha Rosenquest, Louella De Lano.

Bottom row—Dena Lund, Jennie McCann, Clarice Edwards, Orie Steinberg.



**A**BOUT twenty Junior girls turned out for the practices all last semester, and all of them are anxious to carry basket ball throughout this semester. Very little team work was done at first, because no two of the girls (with the exception of Luella De Lano and Orrie Steinberg) had played together before.

The first game was played against the Seniors and was the Juniors' only defeat. The girls turned out with a greater deter-



mination than ever to win back their lost honor. With this in view, the Freshman-Sophomore team was challenged and accepted. Their line-up was as follows: Clarice Oakes and Ronald Cameron, forwards; Nelle Van Horn and Vera Olin, guards; Pearl Miller and Lillian Marvel, centers. This hotly contested game won by the Juniors, was one of the best of the season. The next game was to have been played against the Seniors. They had accepted the challenge, but later refused, thus forfeiting the game 2-0 in favor of the Juniors. Two weeks later the Juniors challenged the Seniors again. In this game the Senior line-up was as follows: Jessie Wagner and Ruth Pimm-Hinds, forwards; Ida Mack, Lapensa Amrine, guards; Jessie Bowland and Ruth Duncan, centers. At the end of the first half the score stood 17-2 in favor of the Juniors. At the end of the game 24-10. In addition to these games, the Juniors challenged mixed teams from the other three classes, but won decisive victories over all of them.

The Juniors now are the undisputed champions of the classes and will remain so as long as they live up to their motto, "the three G's: Grit, Gumption and Get there.

The Junior team has two particularly distinctive points; they have the honor of never having made more than two single fouls in an entire game; they keep perfect silence during a game.

The Junior line-up has remained the same since the team was first organized. Dena Lund and Clarice Edwards, forwards; Minnie Morrill and Jessie McCann (captain), guards; Orrie Steinberg (manager) and Luella De Lano, centers. Substitutes, Alice Hurlburt, Clementina Cameron, and Gladys Stewart. Dena Lund is one of the hardest players in the Normal guard. She seldom fumbles the ball or misses a free throw. Clarice Edwards is the other clever little forward. She can make a field basket from any position and under almost any circumstances. Her team work is excellent. Minnie Morrill is considered one of the best guards in the Normal. She never leaves her opponents and, on account of her being left-handed, seldom fails to block a ball. Miss Morrill is as clean a player as anyone might wish to see. Jessie McCann, Miss Morrill's teammate, always plays a consistent business-like game. Her passes either to the other guard or to the center, are always sure. Too much cannot be said in regard to

the unexcelled teamwork of the Junior centers, Orrie Steinberg and Luella De Lano. They work systematically together. Miss Steinberg seldom fails to receive a pass and can always be depended upon. Luella De Lano is quick, clever and apt in little plays that confuse her opponents. Other Juniors who have turned out regularly and have done good work are: Harriet Vilas, Dae Clodfelter, Flaye Clodfelter, Donna Henry, Clara Luther, Emily Marshall, Elsie Caldwell, Lillian Averill, Hilda Lorenzen, Ethel Davis, Levicy Hamilton, Grace Elliot and Olga Everett.

This year has been one of the most successful of my coaching experience. The Junior girls have all taken such a delight in their work under me, that it has been a pleasure to work with them. They have practiced hard and regularly and, above all, they have been governed by the genuine old Normal spirit.

Coach.



We, the members of the Junior basket ball team, herewith express our appreciation of the excellent work done by our coach, Miss Rosenquest. Under her very efficient coaching the team has won merited distinction. Untiring in her efforts, kind yet firm in her methods of directing, we feel that what ever success the team has reached has been largely due to her work. This is another verification of the truism, "Back of the team stands the coach."

Dena Lund, Jessie McCann, Clarice Edwards, Minnie Etta Morrill, Orrie E. Steinberg, Luella DeLano.



### BASKETBALL

By A. H. C.

The boys' basket ball team of the O. N. S. had a very successful season being the most triumphant of many years past.

The success of the team was due to the boys' excellent floor work and accurate basket shooting.

The team was under the supervision and coaching of Mr.





Top row—L. P. Gilmore, James Claybaugh, A. H. Craven. Middle row—Byron White, Howard Morton, Joe Bell. Bottom row—Edgar Sacre, Ranie Burkhead.

Gilmore, assisted by A. H. Craven as coach and referee.

The loyal support of the faculty and students and citizens of the town greatly encouraged the boys and influenced them in their good work.

The team was weak at the first of the season, but soon developed into a fast and strong aggregation. They began the season by defeating the Monmouth High School, December 31, 1913, on the college floor. The score was 39-12.

The next game was a practice game with Independence on the Independence floor, January 2, 1914, in which the Normals were defeated 15 to 14.

One of the best games of the season was played January 23,

1914, with Pacific College on the home court in which the Normals were defeated by the score of 34 to 23. The boys played Newberg with very little experience, but were unable to secure a return game on any consideration later in the season and there was a reason why.

The Albany College was defeated by the Normals at Monmouth January 30, 1914, by the score of 49 to 15 showing the rapid pace at which the boys were improving later in the season.

A return game was played with Albany College on the Y. M. C. A. floor at Albany, February 7, 1914, defeating them by a score of 32 to 15.

The most one-sided game of the season was played on the home court with Philomath College February 14, 1914. The Normals defeated them by the score of 41 to 3.

The Capital Business College represented by the best they could secure in Salem were defeated by the Normals on the home court, February 21, 1914, by the score of 30 to 14.

The closing game of the season was with Philomath College at Philomath, Oregon, March 6, 1914, defeating them by the score of 33 to 14.

The boys all played excellent ball in their positions and will be long remembered by their school mates and faculty for their good record. The boys played the following positions: Edgar Sacre, Rainie Burkhead, forwards; James Claybaugh, center; Howard Morlan, Joe Bell and Byron White, guards; piling up 261 points against 122 during the entire season.

The boys are looking forward to next winter's sport in the new \$10,000 gymnasium.



# ORGANIZATIONS

## NORMALS

By C. L. McC.

**T**HE Normal society began its semester's work with a rousing program and installation of officers on the evening of February 6th. We have several new members this semester, many of whom are veterans in literary work while all have had experience in literary societies. Although everyone is crowded with work (nine of the members being seniors), and in spite of the fact that the warm spring evenings with their many temptations are present, the active interest which characterized the society work last semester continues.

The officers for the semester are A. B. Richardson, President; H. M. Mabrey, Vice President; C. E. Cady, Secretary and Treasurer; and C. L. McCarthy, Reporter.

The Normals heartily co-operate with the Delphians and Vespertines in holding joint programs in the chapel every fourth meeting. The last joint program was given March 20.



## DELPHIAN NOTES

(Reported by Laura Bell)

**T**HE Delphians have started in the New Year with their usual enthusiasm. We regret to part with our Seniors, but we feel that our new members will help us uphold the high standard of the society.

After the program of the last meeting of the winter semester, the Delphians entertained their February Seniors at a luncheon in the Domestic Science Hall. The tables were

gaily decorated in the class colors, purple and white. The Seniors left us with all good wishes of the society for great success in their work.

At the first meeting of this semester, the new officers were installed. A unique form of installation was carried out. The retiring president, posing as the Delphic Sybil administered the oaths to the new officers: President, Georgia Kessi; Vice President, Orrie Steinberg; Secretary, Evelyn Segal; Treasurer, Mrs. Grant; Sergeant-at-arms, Elva Boone; Reporter, Laura Bell.

Friday evening, February 20, the society gave a "Patriotic Program." Previous to the program, the new members of the society were initiated. The initiation was enjoyed so much that the society voted to make it one of their customs to be carried out each semester. One of the most interesting features of the program was an address by President Ackerman on "The Life of Washington." The closing number of the program was a playette, "Shades of Our Forefathers."

At the last regular society meeting we had a new form of roll call which was enjoyed immensely by all. Ten girls dressed to represent foreign countries called on the society. Each visitor told of the customs of her people, the places of interest in her country and extended a cordial invitation to the Delphians to visit her homeland. Shadow pictures, portraying "The Life of Gentle Alice Brown" were very entertaining.

The new programs for the semester are just out. It is a custom of the society to have their programs printed so each member may have one.



## VESPERTINES

By N. C.



On the evening of January 30, the last meeting of the semester was held. The first part of the program was given in the chapel, together with the other societies. "Persephone" was given by the Vespertines, and was thoroughly enjoyed by a large audience. Following this, the faculty and the members of the February class, who were Vespertines, were guests of honor at a



delightful chafing-dish supper, given by the other members of this society.

The first meeting of the new semester was held on Friday evening, February 6. The program was entirely impromptu, and was entered into with much enthusiasm. The roll call was answered by Mother Goose rhymes. One of the most interesting as well as amusing features of the program was the dramatization of several well known nursery jingles, led by Miss Louie Connor.

The next regular meeting, February 20, the Vespertines joined the Delphians and Normals for the musical part of the program. The main theme of the meeting was Washington's Birthday and "The Spirit of '76" was greatly enjoyed. During the latter part of the program a most entertaining farce, "Bachelor Days," was given by eight of the Vespertine girls. It was greatly appreciated and proved, as always, that it is the Normal girl who wins. At this meeting the Vespertines had the pleasure of welcoming ten new members, among whom are: Myrtle Gause, Marjorie Hanson, Theresa Kurtenbach, Florence Moffet, Miss Cheney, Miss Fredenburg, Vera Hughes, Olga Everett and Mrs. Waley.

On the evening of March 6, the three societies enjoyed a musical program, after which they went to their respective rooms. The Vespertines answered roll call with, "My favorite book, and why." A review of "The Choir Invisible," by Allen, was well given by Miss Peppers. The main feature of the program was the debate, "Resolved: That unlimited novel reading is harmful to girls," by Misses Emmel and Vilas, affirmative, and Misses Hill and Miller, negative. The debate was especially interesting, and afforded much benefit, as well as enjoyment. The affirmative side won unanimously. The evening's program was closed by several delightful readings by Miss Arbuthnot.



### Y. W. C. A.

By Adah H. Mass, '15

The Y. W. C. A. have had several informal meetings at the various homes of the faculty and girls of the association. One very delightful afternoon was spent at the home of Miss Taylor, who

gave us an inspiring talk on the subject of Loyalty. Another very enjoyable afternoon was spent at the home of Elva Boone. Miss Smith of Salem sang some excellent solos. These meetings have been a marked success in that they bring the girls in touch with one another.

The cabinet held a meeting at the home of Mrs. Bell to plan for the coming convention. Miss Fox was our guest and after the business meeting light refreshments were served.

The Y. W. C. A. girls are simply filled with new plans for our work. In order not to let the beautiful days slip by without enjoying them to the uppermost we have planned to take Sunday afternoon walks in some woodsy place and hold our meetings in the out of doors. We will meet in the lower hall at the Normal and leave promptly at two forty-five.

We are looking forward with keen interest to one of the most important events of the year, namely, the Y. W. C. A. conference to be held here between April 3 and 6. This conference will bring delegates from McMinnville College, Newberg High and College, Oregon Agricultural College, Dallas College and Pacific University. Miss Butler of New York, sister of President Butler of Columbia University, will be our guest of honor. From the program planned we expect great results. Contact with people such as we have with us is always broadening. Whether you as a girl belong to our association or not makes no difference, for we want every one in the Oregon Normal to feel free to come to thes metings.



## SENIORS

(Reported by Beatrice Hotchkiss)

The June Senior class is congratulating itself over one point of its superiority over preceding graduating classes—it has T-E-N men. There will be at least seventy-five members in the June graduating class. Several old students have returned and joined the ranks as well as several new ones.

Several important class meetings have already been held to get our semester's work planned. "What to wear to Commencement" was settled by deciding that the material for our graduating dresses shall not exceed five dollars. It is felt that this step



to reduce expenses of Commencement is a step in the right direction.

Two "try-outs" for chapel talks have already been held. Miss Zoe Bragg took for her subject "The Place of the Story in the Life of the Child," won the first and Elinor Croulter, whose subject was, "Music and Education," won the second.

Miss Kate Henderson, a member of this class, represented the O. N. S. at the State Oratorical Contest held at Albany March 13. Miss Louie Connor and Mr. Joe Bell were elected Senior delegates to this contest.

The Senior class has been too busy writing lesson plans and chapel talks to think much about social life, but we are laying great plans for the future.



### JUNIOR CLASS NOTES

By C. S., '15

Look out: Here come the Juniors!

The party at Mr. Ostien's house on January 17 was a decided success. Although we were favored with several unexpected visits, everyone rose to the occasion in giving the visitors a rousing time. We are looking forward to more evenings as pleasantly spent as this.

On February 20 a class meeting was held for the purpose of choosing delegates to represent the class at the oratorical contest in Albany. Miss Steinberg and Mr. Burkhead were chosen. The Junior class day exercises were also discussed and the following committee was chosen to plan for and work out the program: Miss Morrill, Mr. Burkhead, Miss Mickelson, Miss Averill and Miss Schmid.

Margaret Halverson, one of our members, won second place in the Delphian inter-society tryout for the State Oratorical Contest.

Laura Bell represented the Sophomores in chapel, on Senior Class Day.

During the last month several meetings were held to practice yells for the basket ball games. Watch that Junior class!

C. S.

J—unior colors, floating there  
U—nder the gym roof, bright and fair,  
N—one can beat our stunt so rare.  
I—t was a great Class Day affair.  
O—ther students came to share  
R—ight good show with beasts in lair.

C—amels, monkeys, lions, too,  
I—n their cages right near you.  
R—aces run were not a few.  
C—harmer's snakes their best did do,  
U—ntil each one got his due.  
S—eeing circus sights anew.

D—on't you wish that you might be  
A— Normal Junior, bright and free?  
Y—es! Just join our class and see.



### SOPHOMORE CLASS REPORT

(Reported by Laura Bell)

On January 16, Miss Taylor, the Sophomore advisor, entertained the class in her home at a masquerade party. The guests came dressed as clowns and truly acted a clown's part when dancing the Virginia Reel. They "tripped the light fantastic" so gaily that a change became necessary. They ceased their dancing to guess "who was who." Ronald Cameron received a Normal pennant as a reward for recognizing the greatest number of her fellow class mates. The guests retired to the dining room where delightful refreshments were served. The Seniors and Juniors were having parties the same evening. The Sophomores made both of them a call. The Juniors gave them an especially "warm" reception and enjoyed having them so much that the Sophomores were detained much longer than they intended to stay.



**FRESHMAN**

By L. M., '17

Alice, Bertha, Ruby, Dorothy and Loraine,  
Compose the Freshman class of fame.  
We are sorry to say  
Our class has faded away,  
But nevertheless, we that are here  
Are gaining in our brainy sphere.

**WANTS OF THE FRESHMAN CLASS**

Dorothy—An easy way to get lessons.  
Alice—Thirty-six hours in a day.  
Bertha—To go to Albany every day.  
Loraine—A doll to play with in spare time.  
Ruby—A pair of shoes that don't squeak.

**LOST**

Dorothy—An opportunity to attend the dance.  
Bertha—Her voice box at Albany.  
Loraine—Her walking speed.  
Alice—Her memory. Please return at once.

**THE A B C'S OF DORM LIFE**

By C. S., '15

A is for actors and audience who at the theater learned of  
our red, white and blue.

B stands for breakfast the president gave to the seniors who  
left us in February.

C is for Churchill our state officer who with Seymour and  
Ackerman came over here.

D is for Davis, the helper so true, without her assistance,  
whate'er would we do?

E is for Easter that now is so near. Then bonnets and flowers  
together appear.

F stands for Fox, who visited us. We enjoyed her appear-  
ance and talk very much.

G is for grass—you don't see it when you pass?. Never mind  
leave it all to the Agriculture class.

H is for Hofer, we welcome him here, for his speeches give all much advice and good cheer.

I means inspection our rooms must go through. Woe unto us if we've not cleaned them true.

J stands for Jenkins, he's principal, too. He stayed here for luncheon. We're proud, aren't you?

K is for knowledge that they say is so rare. Just come to the Dorm—it's sure to be there.

L stands for Laundry, it's popular, when? Why, on Fridays and Saturdays. Dorm girls know when.

M stands for Marvin, and we like her, too, for she sent down those good books for us to read through.

N's for new students, there are several here. We're glad that they've joined us right with the new year.

O stands for officers, new and the old. Of our last election, have you e'er been told? President, Miss DeVore; Vice-president, Miss Dodson; Secretary, Esther Michelson; Treasurer, Miss Peterson; Sergeant-at-arms, Miss Newkirk; Reporter, Miss Schmidt.

P stands for Philomath, and the boys they sent down. We kept them to dinner when they came to town.

Q is for quiet we all must keep, when the lights flash their warning, "It's time for your sleep."

R's for reception the faculty had, when the orchestra played and the Seniors felt glad.

S stands for secret, the pleasantest kind, a notion the Dorm girls had always in mind.

T stands for Todd, she is ruler so kind, a better one, we know, you never could find.

U stands for you, our own Norm readers all. We wish you might live at our Normal Girl's Hall.

V stands for something that I need not tell—how is your sore arm? We hope it is well.

W is for White, and we'd like him to come if only he'd leave his instruments at home.

X is for Xmas, that jolly good time, we'll remember much longer than this little rhyme.

Y is for yelping that terrible thing. The result of a dog who is learning to sing.

Z stands for zealous, and lots of good things. All these I have told you, our Dorm to us brings.

C. S.





Mr. Seymour, Superintendent of Polk County Schools, visited the O. N. S. at chapel period recently. He spoke to the faculty and students on the subject of "Home Credits." Mr. Seymour is one of the first County Superintendent to put this system into effect in his schools. In his talk he mentioned the schools of the county which are trying this system and briefly outlined the work done in each school. Mr. Seymour believes that "Home Credits" will be one of the strong factors in bringing the home and the school closer together. The students appreciated the information which Mr. Seymour gave them. They knew that it came from one of authority in such matters.



Mr. Gilmore represented the faculty in chapel Friday, February 13. He took for his subject "The Fly Who Doesn't Clean Its Feet." By the use of slides and illustrations he showed very forcibly the harm this pest is doing every year in our country. The students were urged to take an active part in the great campaign, "swat the fly." We know that Mr. Gilmore is thoroughly interested in this subject and we wish that others might be as easily convinced of the harm of the fly as we were.



The chapel time was taken by Miss McIntosh, seventh and eighth grade critic, February 25. She discussed the value of the "criticism" to the teacher. All criticisms were classed under one of three heads, instructive, constructive or destructive. Miss McIntosh clearly pointed out the many ways in which a criticism may be of help. Her suggestions were enthusiastically received by the students and they determined to apply them to any criticism they may receive and thus profit.

The faculty and students were very pleased to have Mr. Hopkin Jenkins, principal of Jefferson High School, Portland, spent Friday, March 6, at the Normal. He addressed the assembly on "The Trained Teacher." Mr. Jenkins gave the students many good ideas. He told of the manner in which a teacher is judged. He said trained teachers could be recognized anywhere by the spirit in which they do their work. The students feel that Mr. Jenkins is a true friend and interested in the welfare of the school.



Professor Sweetser of the University of Oregon spent March 13 at the Normal. While here he gave three lectures. In the morning he spoke to the student body on this subject, "The Inspiration or Expiration of the Teacher." Mr. Sweetser believes that there is no greater profession than teaching if one has the proper vision. To succeed one must have an aim or desire to accomplish and work to obtain it.

In the afternoon he again talked to the students in the chapel. His subject was, "The Influence of Heredity." He showed the importance of this subject and the influence it is having on all lines of work.

At 8 o'clock in the evening he spoke to the students and faculty and townspeople on the subject "Sanitation." Mr. Sweetser told of the problems of any city and showed how sanitary conditions may be brought about. We all profited by Mr. Sweetser's visit and we hope he may spend a day with us again.

The girls of the dormitory were pleasantly surprised by the arrival of a piano. Through the efforts of Mr. Ackerman and Miss Todd, this surprise was possible.

The Course of Study class which meets with President Ackerman has organized itself and elected as its president, Edith Cornelison. This class takes care of its own room and keeps it as a model school room. A visitor coming into it for the first time will be struck by its unusually neat and attractive appearance. The memory gems and the borders on the black board are such as would inspire children.

The Senior Class was represented in chapel on March 3, by Zoe Bragg who won out in the try-out of the first group of chapel



talks. Miss Bragg's subject was, "Fairy Tales in the Development of the Child."

On account of the size of the Senior Class, each member of this class will not have the opportunity of teaching for an entire semester in the training school. Most of the student teachers will be able to teach only ten weeks, but a few others will not be even that fortunate. So many are specializing in primary work that it is very difficult to place them all. This may or may not be an advantage to the pupils of the training school.

Colonel Hofer paid Monmouth a second visit this year when he came down to the opening of our new gymnasium. We appreciate the concern the Colonel has manifested in our welfare and trust he may favor us with another visit in the near future.

The pupils of the upper grades of the training school gave a very pretty entertainment in the chapel of the Normal building Feb. 27. The attendance was exceptionally large. The 7th and 8th grades, who made possible the entertainment, endeavored to raise money with which to buy a bust of Longfellow. Longfellow being their favorite poet.

On the seventeenth of March a real St. Patrick's dinner was given by Mr. and Mrs. Gilmore to the boys of the basket ball team and the girls whom they asked to be their guests. The table decorations and the serving were in a manner bespeaking the characteristics of the patron Saint.

Covers were laid for twenty and the table evidenced the culinary skill of the charming hostess.

During the banquet toasts were appropriately responded to by Messrs. Gilmore, Craven, Burkhead and Bell. These were followed by a season of mirth occasioned by the rendition of some very appropriate stories, sparkling with Irish wit and merriment.

Mr. and Mrs. Gilmore have the thanks of the team and friends and fully sustain their high reputation for genuine hospitality.



## ORATORY

On Friday afternoon the Delphians, Normals and Vesperines met in the hall, and serpentine through the chapel, each society confident that their representative would win. The Ves-

pertines were seated on the left, the Delphians on the right and the Normals at the back of the chapel. Each society had a number of good yells and songs, which when given in concert produced a great volume of sound.

Miss Constable, the Delphian contestant, delivered her oration in a manner which any school might be proud. She made us see clearly the great importance of the "School as a Social Center."

Mr. Lynch represented the Normals. His oration dealt with problems which will confront the West when the Panama Canal brings immigrants to the Pacific Coast in great numbers.

Miss Kate Henderson, the Vespertine contestant, came last. Miss Henderson's strong personality and her splendid delivery won for her the unanimous decision of the judges. Her sincerity and earnestness won the admiration of her fellow students. Her subject was "The Woman Movement."

### State Contest

The delegates to the State Oratorical Contest left Monmouth Friday, March 13, on the 1:25 train for Albany. On arriving the delegates were taken directly to the Presbyterian church for a short business meeting before going to their respective homes where they were royally entertained.

At 7:30 the Monmouth delegation again assembled in the lobby of the Hammil Hotel. They went in a body to the First Presbyterian Church. When they arrived there they were welcomed by the assembled delegations. Let it here be stated that the true Normal spirit soon revealed itself, and under the excellent guidance of their yell leader, Adah Mass, the yells took the house by storm.

Miss Henderson delivered her oration with her usual earnestness and dignity of manner, impressing all with her sincerity in what she had to say. The delegates, faculty and student body feel that Miss Henderson is worthy of the highest praise for her efforts to win honors for the Normal. After the judges' decision the contestants were entertained at a banquet at the St. Frances Hotel. It was a round of pleasure intermingled with toasts from the various schools.



## Alumni Notes

During Commencement week of February, 1914, the Alumni and February graduates were entertained at a delightful reception given them by the faculty of the school. The function was held in the Dormitory parlors which were beautifully arranged for the occasion. Refreshments were served in a portion of the large dining room which was cleverly screened off for this purpose. Mrs. Ackerman and Mrs. Gentle poured the coffee at the daintily decorated tables, and Mrs. Evenden dispensed charming flower favors.

It will be of interest to many readers to know of the recent marriage of Miss Esther Copeland. She is spending the Spring months in California with her husband, Mr. Anderson.

Miss Gladys Carson has a position at Woodburn, and Miss Madeline Bettis at Drain. Miss Retta Smith is teaching near Tillamook and Miss Margaret Nielson at Oregon City.

Miss Etta James, of the February, 1913, class, is principal of a two-room school near North Bend. She is planning to attend Summer School at the Normal.

The following letter, which is self explanatory, is being sent out all over the Northwest to graduates of the Monmouth Normal:

Monmouth, Oregon, February 28, 1914.

The officers and assisting committees of the Oregon Normal School Alumni Association, are endeavoring to compile a complete Normal School Register to be printed as a part of the 1914 Normal catalog. To be effectual, this work must be completed not later than April 30, and your co-operation is needed.

Do you know the names, present addresses and occupation of any or all of the members of your class or of any graduate students of the Monmouth Normal? If you do will you take a few moments of your time **now** and send this information, using the enclosed stamped envelope?

Mrs. Alva Craven,  
Secretary Alumni Association.

Mrs. Craven will appreciate responses to the above letter from anyone who may chance to read it in "The Norm," as well as from those who may receive the letter by mail.

A letter from Miss Loraine Johnson, '14, tells us that she is thoroughly enjoying her work at Freewater, and that the Misses Lena and Emma Knapp, '13, are also teaching there. Miss Edith Perry, '13, has been teaching in the schools of Freewater, but has resigned on account of ill health.

Miss Veve Dunlap, '13, and Sarah Martin, '13, spent a few days visiting in Monmouth during the past month. They are teaching in Springfield.

Miss Edith Dawson, who is teaching in McMinville, spent a few days visiting her friends here during the last month.

The following members of the February class have secured positions and are enthusiastically at work: Miss Bettis, Drain; Miss Carson, Woodburn; Miss Chadbourne, Timber; Mr. Hesseltine, McMinville; Miss Hoyser, Ione; Miss Kearn, Salem; Miss Mack, Falls City; Miss Smith, Hebo; Miss Thomas, Veronia; Miss Clara Wattenburg, Hood River; Miss Welch, Hebo; Miss Wilson, near The Dalles; Miss Wolverton, Falls City; Miss Muir, Blind Slough; and Miss Laura Purcell, Parkenplace.





By G. W.

The University of Oregon is considering plans whereby greater latitude may be had in the elective system of courses. The proposed change will either be one that will settle a definite number of subjects that persons in each class may take; or may take the form of groups, such as languages, sciences, literature, etc., so that students registering in whatever department have their course mapped out for them, with probably a few electives.

"The Willamette Collegian," W. U., Salem, Oregon, announces that the faculty of Willamette University have decided that no absences shall hereafter be recorded against students. Class attendance will be regarded in the same light as ordinary engagements and the student will be held responsible only for the semester's work. It was thought best to put the students more on their own responsibility.

The O. A. C. student body is considering the possibility of a student co-operative store, which will do much toward reducing expenses while attending the college. It will be conducted along the same lines as are the U. S. A. co-operative stores. The faculty of the O. A. C. have ruled that hereafter any student making an average of 90 per cent in any subject during the semester may be excused from the final examinations.

A Story Tellers' League has been organized at the Greeley, Colorado, Normal School. The aim of this league is to study those stories which are best to tell, and those which are most interesting to children. It is intended to have actual practice in the telling of stories suitable for all grades from the first to the high school.

The following exchanges have been received since our last issue:

"The Weekly Index," P. U., Forest Grove, Oregon; "Oregon Emerald," U. of O., Eugene, Oregon; "The O. A. C. Barometer," O. A. C., Corvallis, Oregon; "The Reed College Quest," Reed College, Portland, Oregon; "Willamette Collegian," W. U., Salem, Oregon; "The Review," McMinnville College, McMinnville, Oregon; "Eugene High School News," Eugene H. S., Eugene, Oregon; "The Orderly," H. M. A., Portland, Oregon; "Philomath College Chimes," P. C., Philomath, Oregon; "The Northern Illinois," Northern Illinois State Normal School, De Kalb, Illinois; "The Troubadour," Portland Academy, Portland, Oregon; "The Crucible," Colorado State Teachers College, Greeley, Colorado; "Sage Brush Echo," Lakeview H. S., Lakeview, Oregon; "The Archon," Dummer Academy, Byfield, Mass.; "Normal Record," State Normal School, Chico, California.





Miss Constable, just before last registration—"Oh dear! Tomorrow is Resurrection day again."

Bess Dodson has christened the walk to the T. D., "The Bridge of Sighs."

Mr. Gilmore in Agriculture class—"Cold bloodedness is surely caused by the rate of heart beat, for I had a relative (?) whose heart beat only about forty times a minute and her hands were always cold. Have you had the same experience, Mr. Cady?"

Elda—"I wish I could get board measure."

Girls—"I think Mr. Pender would be willing to explain it to you."

In Prof. Arithmetic—"Miss Lorenzen, what is rank?"

Miss L—"A rank is a long column of people walking in a row."

Mr. Evenden—"A fool can ask more questions than a wise man can answer."

Student—"No wonder I went so low in psychology test."

"Ruth" had a little ring, 'twas given her by Joe  
And every where that "Ruth" went, the ring was sure to go  
But "Ruth's" home was in the Dorm., she took it down to tea,  
To show it to the girlies, who numbered eighty-three.  
Of course the girls all crowded round to get a better view;  
Till Adah mentioned sweetly, "Has it at last got round to you?"

## OVERHEARD IN THE HALLS

"You were shooting this morning?"

Yes, I had to kill my dog."

"Was he mad?"

"Well, he didn't seem to be well pleased."

Mr. Butler, in history class—"Recently a law has been passed which provides for pensions for widows and orphans."

Miss Emmel—"Mr. Butler, I don't think that is fair. If they pension the widows, they ought to pension the old maids, too."

Lives of Seniors all remind us  
We can strive to do our best  
And in going leave behind us  
Notebooks that will help the rest.

Miss Butler, in domestic science to Mr. Lynch—"You take that organ, the mouth, and expand it as far as possible."

Mr. Butler—"Miss Johnson called this war a rebellion, but was it really a rebellion?"

Mr. Woods—"No, it was a resurrection."

She was playing tennis, her racket bright and new.  
As 'twas her very first, she knew not what to do.  
Joe hit a ball to show her, "'Tis 15 love," he cried.  
She shot an archful glance, then blushed a rosy red.  
She served some balls, then, "The duece," he cried.  
She stiffened up, "I can't stand that," and went inside.

Edgar Sacre—"Say Gilmore, I know where you got that new hat."

Prof. G—"Where?"

Edgar—"On your head."

Johnny ran in from school breathless.

"I got one hundred this morning," he announced.

"That was lovely," exclaimed the mother, "what was it in?"

"Fifty in readin' and fifty in spellin'."

"Did you kill all the moths with the moth balls I recommended?" asked he druggist.

"No, I didn't!" said the customer, "I sat up all night and didn't hit a single one."



This world we're a livin' in  
Is mighty hard to beat;  
You get a thorn with every rose,  
But aren't the roses sweet?

A woodpecker flew to a Freshie's head  
And settled there to drill.  
He bored and bored for half a day,  
And finally broke his bill.

Brutus—"Hello, Caesar, how many eggs did you eat for breakfast?"

Caesar—"Et tu Brute."

"Did you ever hear about the man who died and left everything he owned to the city orphan asylum?"

"No, how much did he leave?"

"Twelve orphans."

"Did he say anything dove-like about me?"

"Yes, he said that you were pigeon-toed."

Miss Parrott, in Prof. Grammar—"I do hope by tomorrow that some of you will turn to chickens."

If the wind blows hard enough in Kansas to form seats on the trees, what will it do in Missouri?

Miss Haley, explaining the use of the microscope—"Why Mr. Gilmore, we were taught last year to look with one eye and draw with the other!"

### IF (?)

If all the boys were fussers  
And all the girls were game;  
And all the mama's didn't care,  
Normal wouldn't be so tame.

Evelyn Segal and Blanche Booth regret very much that practice teaching can't be done in the High School.

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AN AGRICULTURAL NIGHTMARE

I was puzzling my tired, perplexed brain over a problem in agriculture, when suddenly I was amazed to hear a low rumbling noise. It grew louder and louder. I became more terrified. Now it sounded like the buzzing of fifty wood saws. I stood terror-stricken on the spot. Finally I mustered courage to look out the window. A large black mass was approaching. It was horrifying. I lived ten years in a few minutes. Then the huge army of flies for it was millions of skeletons of flies, came nearer. At first I could not make out their mournful buzzings. They grew more and more distinct. Finally I could hear in a low, solemn, terrifying funeral chant, "We died, we were starved, because we did not have the proper nutritive ratio that Gilmore recommends."

The following was given in the Vespertines society in answer to roll call on Washington's birthday:

When George chopped the cherry tree  
His father said, "I do believe  
There's explanations due to me."  
Said George, "I gotcha Steve."

When I was in the orchard there  
A great, big bear, all brown and furry,  
Chased me, but with my hatchet near,  
Sez I, "Well, I should worry."

"An' then I chased him 'round the tree  
An' aimed my brand new hatchet so  
And sir, I cannot tell a lie,  
Killed him and cut the tree, you know."

His father stood amused a while  
Pled George, "It was an awful scare."  
His father turned him across his knee,  
And quoth, "I guess not bear."



## EASTER HATS

Tell me not in mournful voices  
Easter hats are but a dream  
For in truth, they're only numbered  
By the hundred it would seem

In the struggle long and earnest  
Easter hats have been the goal  
Till the girl is not in Monmouth  
In whose purse there's not a hole.

Lives of students all remind us  
We could make our hats sublime  
And not leave big bills behind us  
If our checks came in on time.

In this struggle for existence  
When we've reached the heights sublime,  
Milliners may say with pleasure,  
"Now she pays her bills on time."

# Easter Shopping

When in Independence call at our Store

and let us show you our line of new embroidered crepe and neige lingrie dresses made up in new distinct styles in both white and color combinations.

We are also showing a large assortment of materials suitable for graduating gowns, crepe Voiles, Plain and Embroidered neige, crepe de chine, Laces, Chiffons, etc.

Easter gloves, hosiery neck wear, in fact everything that is new in ladies wearing apparel for spring and summer.

## WETHERBEE & JONES

The Store that saves you money.

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Stoves, Tinware, Window Shades, Graniteware, Oil Cloth  
and Mattings, Picture Frames a Specialty.  
All kinds of Repairing.

## *BICE & CALBREATH*

DEALERS IN

Furniture, Carpets, Wall Paper,  
Mouldings and Linoleums

Special on trunks and Suitcases.

Independence,

-

Oregon



# WINEGAR & LORENCE

Dealers in

## Hardware, Stoves, Ranges, Harness

Implements, Vehicles, Shingles, Moline Wagons

Deering Binders, Mowers and Rakes

JOHN DEERE BUGGIES

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# MONMOUTH HOTEL

B. C. HEIGHTON, Prop.

Clean rooms and first class table. Rates reasonable  
Special attention to students. Commercial trade solicited.

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## A Bank Account

Affords a safe place for your current funds, and familiarizes you with business methods in the payment of your bills. : Small Accounts Welcome.

The First National Bank

: : OF MONMOUTH : :

Old, Strong, Banking Institution.

# GRAHAM & SON

General Livery and Transfer  
Draying attended to promptly  
Special attention to students

Cars to hire. Repair work done.  
Ford Agency.

## MONMOUTH - OREGON

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# ALLEN T. CLARK

Groceries, Flour and Feed  
Crockery and Queens ware  
Wool, Mohair and Cascara  
Bark.



## MONMOUTH MERCANTILE Co.

You are cordially invited to inspect  
our new spring lines of New York's  
latest creations in dress Fabrics.  
Also, a full and beautiful array  
of other spring novelties.

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## THE V. F. DANIEL STORE

Headquarters for the best  
line of Men, Women  
and Children's  
Dry Goods

The home of the Ladies Home Journal Patterns.

# CHAS. K. SPAULDING LOGGING CO.

Lumber and Building Material

Independence - - - - Oregon

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## The Monmouth Dairy

J. M. McDONALD, Prop.

Inspected by the State Board of Health

Phone 55      Monmouth, Oregon

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## PERKINS PHARMACY

See that O. N. S. Stationery in Pound,  
Papietrie and Tablet.      Envelopes to  
match.

PERKINS PHARMACY

MONMOUTH, ORE.



## Monmouth Normal Book Store

Headquarters for School Supplies, Stationery, Confections,  
Soft drinks, Novelties, Wall Paper and Paints

Next Door to Post Office

P. H. JOHNSON, Prop.      MONMOUTH, OREGON

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## The Davidson Studio

Portrait and Commercial Photography  
Developing and Finishing for Amateurs

**Monmouth,      -      Oregon**

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Over \$50,000.00 Fire Losses Paid

V. O. BOOTS  
SURETY BONDS

All kinds of Insurance and Loans

Monmouth, Ore.

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## MORLAN & SON

The largest and most complete line of  
School Books, Stationery and Confections  
in the city. Orders taken for the famous  
"Spalding" line of sporting goods.

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## ROWE'S JEWELRY STORE

"Goods of Quality"

With Brown's Pharmacy Independence, Ore.

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*Tom Cruise* For Photos

Over Chicago Store  
SALEM, OREGON

At reduced prices to students.



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## THE HANAN SHOE

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Chosen everywhere by men and women who desire the best  
**STYLE - QUALITY - FIT**  
THAT "ROYAL TAILORED LOOK" is acquired only  
by the man who wears clothes made by

**THE - ROYAL - TAILORS**

We are EXCLUSIVE Salem Agents

**THE PRICE SHOE Co.**

326 State Street. Next to Ladd & Bush



## **Conkey & Walker**

INDEPENDENCE LEADING  
STORES

Largest and Most Complete Stock of Clothing,  
Shoes and Dry Goods

Complete line of Staple and Fancy Groceries

All kinds of farm produce handled,  
goods in both stores. If you don't  
trade with us we both lose money.

—Conkey & Walker

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## **For an Easter Greeting**

we cannot do better than to say that we wish to  
renew our assurance to our customers that in  
every possible way we mean to make this store a  
place where you can buy such merchandise as we  
sell with entire confidence that the qualities are  
right, the prices right, and the spirit of service  
right.

Easter Clothes, Hats, Shoes and Furnishings  
for men and boys now ready for your inspection.

## **Missall & Knapp**

Independence, Ore.



# Spring Announcement



THE BIG things of life do not "just happen." They are the culmination of an irresistible force of circumstances.

The tremendous popularity of this store is in no sense a matter of chance but because of our determined efforts to feature wearables for Men, Young men and Boys of greater distinctiveness and individuality.

Our stock is just bulging over with such famous lines as Hart, Schaffner & Marx cloth craft and L System Clothes, Florsheim, "Just Wright" and W. L. Douglas shoes. Stetson hats and Arrow shirts and collars.

We shall deem it a special favor if you will call in and glance over our splendid showing.

With purchase of \$10 and over we pay traveling expenses.

**PRICE BROTHERS**  
FOR PROPER CLOTHES

DALLAS

OREGON



H. Hirschberg, Pres.

D. W. Sears, Vice Pres.

R. R. DeArmond, Cashier

# The Independence National Bank

Incorporated 1889

Drafts and Travelers' Checks available  
on all parts of the world.

Transacts a general banking business.

Interest paid on all time deposits.

Directors: H. Hirschberg, O. D. Butler, D. W. Sears,  
B. F. Smith and W. H. Walker

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## OREGON NORMAL SCHOOL ANNOUNCEMENTS

**SHORT COURSE:** Ten weeks beginning April 6, 1914. Regular Normal Work offered. New classes organized. Regular Normal credits given. Courses in Rural School Methods and Management offered.

**SUMMER TERM:** Begins June 22, 1914. Regular Normal work offered. New classes organized. Normal credits given. Methods of teaching elementary subjects of grades one to eighth, inclusive, emphasized. Courses in rural school methods and management offered.

**INFORMATION:** For further information, address J. H. Ackerman, President, Monmouth, Oregon.